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Does Role for a district Office Personnel evaluator need to be set here?

User ID [   ]

Password [   ]

Login Role: [Evaluator ▼]
[Analytic User]

?
User can be Evaluator
Could also be Analytic User.
Functions will be limited to generate
the output file/s

[Login]

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Search will return list with ID,s and evaluation start dates. User will select evaluation to be resumed if any.

Name	ID	Evaluation Start	Evaluation Type	Status	Select
Smith	10001	09/01/10	Observation	Saved	☑
Smithson	2002	09/15/10	Documentation	Submitted	☐

Evaluator Demographic Entry

To open a previous evaluation enter the last name or ID of the evaluated person

Search for previous evaluation: 🔍 search

Open Evaluation takes user directly to entry form.

Save   Logout

Evaluator ID

Evaluator First Name   Evaluator Middle Initial

Evaluator Last Name

Evaluator School Entity ID

Evaluator District Entity ID

To print field documents select type below:

This evaluation is for a:
- ⦿ Leader
- ○ Teacher

Continue

Can this be set automaticallly ?

To enter evaluation scores select type below:

This evaluation is for a:
- ( ) Leader
- ⦿ Teacher

Continue

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Analytic User Document Requests

Welcom UserName:

What happens next?

Which files do you need:
- ☐ Teacher Demographics
- ☑ Teacher First Round Summative Results
- ☐ Teacher Final Summative Results
- ☐ Leader Demographics
- ☐ Leader First Round Summative Results
- ☐ Leader Final Summative Results

File OutputType:
- ◉ Comma Seperated Values (.csv)
- ○ Tab-delimited (.txt)
- ○ Excel (.xls)
- ○ XML

File types are mutually exclusive

Export

Logout

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Select Evaluation Documents Needed

Leader Documents

Observation Settings

- ☐ Leadership Team Meeting
- ☑ Business Meeting
- ☐ Development Learning Meeting
- ☑ Grade Level/Department Meeting
- ☐ Teacher Observation and Scoring
- ☐ Teacher Pre- and Post-Conference
- ☐ Walk-thru Visit of Classroom

Documentation

- ☐ Continuous Improvement Plan and Budgets
- ☑ Educator Goal Plans and School PD Plans
- ☐ Student Achievement Data
- ☐ Management Systems and Artifacts
- ☐ Teacher Evaluation Data
- ☐ Parent Survey
- ☐ Staff Survey
- ☐ Student Survey

[Print Documents]

> Evaluator can select field document type needed. Only the relevant elements for each rubric will be printed for field use.

Teacher Documents

What setting:
- ○ Pre-Conference
- ◉ Observation
- ○ Post-Conference

[Print Field Documents]

> Print documents will take user to first field document available to be printed.

http://

Evaluation Field Document : Observation

Teacher _____

Observation Date _____

Subject: _____

You have five datys from the observation date to complete post.

Grade: _____

Print Document

Assignment _____

Enter Evaluation Scores

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage

Element	5	4	3 Proficient	2	1	0	Comments (optional)
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					
	Descriptors						
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)		
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b)	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f)	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f)	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b)		

Evaluator Notes: These will not print on the output

Formative Assessment

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

Element	5	4	3 Proficient	2	1	0	Comments (optional)
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					
	Descriptors						
Real-Time Assessment	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		

Evaluator Notes: These will not print on the output

This is a PDF Document. Ths iswhat the document should look like after printing.

More than one rubric can be on a page. However, the last rubric must fit completely on the page, or begin on a new page.

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Home | **Formative Cycle Report** | **Summative Cycle Report** | **Print Evaluation Documents**

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Need Help ?

| Save | Clear All | Submit | Print Report | Logout |

Pre-Conference Entry Form

Teacher Name: [Teacher Name]

The post conference must be completed within five business days of the observation.

Subject: [Some Subject]

Pre-Conference Date: [12/12/12]   Observation Date: [ ]   Post-Conference Date: [ ]

Grade: [Some Grade]

Tabs: Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
	Descriptors					
Task Analysis [ ]	background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks (4e, 4f, 7c)	aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	sequenced. (4f, 7b, 7c)	
	☑	☐	☐	☐	☐	☐

Comments [ ]

Evaluator Notes: These will not print on the output
[ ]

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Submit will be disabled until all required values for all rubrics are submitted.
(6.1.4.5,6)

Need Help ?
User can logout only after save. Otherwise session is abandoned

If Clear All is selected the decision will be validated:
Are you sure?
Only the elements on this tab would be cleared.

[Save] [Clear All] [Submit] [Print Report] [Logout]

Observation Entry Form

Scores will be populated by selecting the button value in the descriptors.

Teacher Name: [Teacher Name]

[Some Subject]

Grade: [Some Grade]

The post conference must be completed within five business days of the observation.

Pre-Conference Date: [12/12/12]   **Observation Date:** [12/12/12]   **Post-Conference Date:** [   ]

Tabs: Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Evaluator can view or print reports only when all rubrics are completed and the results are

Element Score	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
	Descriptors					
Conceptual Understanding [5]	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a) ☑	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a) ☐	Incorporates effective representations and explanations of concepts that capture key details essential to building conceptual understanding discipline. (4a) ☐	Incorporates representations and	Incorporates representations	
Task Analysis [5]	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c) ☑	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c) ☐	Lesson objective(s), sub-objective(s) & materials are aligned to standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c) ☐			
Connections to Content [5]	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g) ☑	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b) ☐	Uses purposeful questioning strategies and activities to students' prior knowledge them to understand, question reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f) ☐	guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f) ☐	content. (4b) ☐	

Comments

Content Rubric:: Connections of Content :: - 3 Points

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

Should this be a tooltip or a browser window?

Evaluator Notes: These will not print on the output

Scores should be autosaved

These will not print on documents, but it will be stored and can be viewed upon review

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Need Help ?

If Clear All is selected the decision will be validated: Are you sure?

| Save | Clear All | Submit | Print Report | Logout |

Observation Entry Form

Teacher Name: `Teacher Name`

Subject: `Some Subject`

Grade: `Some Grade`

The post conference must be completed within five business days of the observation.

`12/12/12`   Observation Date: `12/13/12`   Post-Conference Date: `_____`

Tabs: Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

Element Score	5	4	3 Proficient	2	1	0	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					
	Descriptors						
Real-Time `___`	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (5a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		Comments (optional)
	☑	☐	☐	☐	☐	☐	

— Evaluator Notes: These will not print on the output —

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Need Help ?

Observation Entry Form

[Save] [Clear All] [Submit] [Print Report] [Logout]

Teacher Name: [Teacher Name]
Subject: [Some Subject]
Grade: [Some Grade]
Assign [Assignment]

The post conference must be completed within five business days of the observation.

[12/12/12] Observation Date: [12/13/12] Post-Conference Date: [ ]

Tabs: Content | Formative Assessment | **Instructional Strategies** | Learning Engagement | Learning Community | Professional Responsibilities

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Element	5 — Meets criteria at levels 3, 4, and 5.	4 — Meets criteria at levels 3 and 4.	3 Proficient	2	1	0	Comments (optional)
	Descriptors						
Modeling [5]	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective. (8d, 8e, 8f) ☑	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective. (8d, 8e, 8f) ☐	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f) ☐	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f) ☐	Shows an example of a product/ performance. (8d, 8e, 8f) ☐	☐	
Or **Constructing knowledge** [5]	• Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. • Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. • Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i) ☑	• Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. • Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. • Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i) ☐	• Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. • Scaffolds questions to class to guide understanding and clarify misunderstanding. • Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i) ☐	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i) ☐	Presents problem/situation with discussion. (8d, 8e, 8i) ☐	☐	
Practice/ Aligned Activity [5]	Engages students in examining their own thinking and/or learning as well as the performance of others; students effectively provide support for one another as a member of a highly functioning learning community. (2b, 3b, 3c, 6d, 6f, 8d) ☑	• Provides sufficient, aligned practice or conceptual development activity for each sub-objective or constructed inquiry learning experience. • Effectively guides and scaffolds students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b, 6d, 8d) ☐	• Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective before independent practice • Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning). (2b, 6d, 8d) ☐	Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d) ☐	Assigns independent practice or conceptual development activity. (6d, 8d) ☐	☐	
Feedback (during the lesson) [5]	Students accurately apply specific feedback to advance their learning. (6d) ☑	Provides effective, corrective, academic feedback, with precise labels, that is specific to the learner and aligned to sub-objective content. (6d) ☐	Provides effective, corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d) ☐	Provides corrective academic feedback that references a specific level of skill or knowledge. (6d) ☐	Provides academic feedback during the lesson. (6d) ☐	☐	
Monitor and Adjust [5]	Utilizes appropriate overt responses, from all students at each sub-objective to either move forward or adjust one of the following: • Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). • Changes the cognition level. (2b, 8a, 8b) ☑	Utilizes appropriate overt responses, from all students for most sub-objectives to either move forward or adjust one of the following: • Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). • Changes the cognition level. (2b, 8a, 8b) ☐	Utilizes appropriate (provides relevant student performance information) overt responses, from most students (75% or more) at essential sub-objective levels to either move forward with/or adjust instruction. (8a, 8b) ☐	Utilizes overt responses from at least half (50%) of the students to either move forward with/or adjust instruction. (8a, 8b) ☐	Utilizes overt responses from less than half of the students to either move forward with/or adjust instruction. (8a, 8b) ☐	☐	

┌ Evaluator Notes: These will not print on the output ┐
[   ]

Evaluation Field Document   Post-Conference

Teacher Name: | Teacher Name

Subject: | Some Subject

Grade: | Some Grade

Observation Date and Time: _____

You have five datys from the observation date to complete post.

This is a sample of how a document should look when printed. Document should print in landscape orientation.

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
	Descriptors					
	Guides students to create their	Incorporates multiple effective	Incorporates effective	Incorporates	Incorporates	
Content Accessibility	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for all students within the lesson, as evidenced by adapted materials, modifications and tracking of relevant literacy performance data for each student. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced by adapted materials, student work, and modifications based on assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for within the lesson for less than half (6%-49%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (1%-5%) as evidenced in planning data. (2a, 2e, 5h)	

Comments

Evaluator Notes: These will not print on the output

Formative Assessment

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
	Descriptors					
Student Progress	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)	
Correct Level of Difficulty	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the individual student level. (2c, 6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the sub-group level. (2c, 6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/prior assessment(s) and student work. (2c, 6a)	Articulates that real-time assessments are at the correct level of difficulty for more than half of the students. (2c, 6a)	Real-time assessment(s) are at the correct level of difficulty for less than half of the students. (2c, 6a)	

Comments

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Formative Cycle Report

Teacher Name: Teacher Name
Subject: Some Subject
Grade: Some Grade

Cycle 1 — Date of Session: 08/08/12 08/09/12 08/10/12

Rubric	Element	Pre	Obs	Post	Element Totals Sum	Element Totals Points Possible	Rubric Sum	Rubric Points Possible	Comments
Content	Conceptual Understanding		4		4	5	15	25	
	Task Analysis	2	3		5	10			
	Connections to Content		3		3	5			
	Content Accessibility			3	3	5			
Formative Assessment	Real Time Assessment	2	3		5	5	10	15	
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	
	Practice/Aligned Activity		2		2	5			
	Feedback (during the lesson)		2		2	5			
	Monitor and Adjust		2		2	5			
	Analysis of Instruction			3	3	5			
Learner Engagement	Student-to-Student Interaction		2		2	5	11	25	
	TeachertoStudent Interaction		1		1	5			
	Authentic Engagement/Quality of Work		2		2	5			
	Critical Thinking	3	3		6	10			
Learning Community	Routines and Procedures		3		3	5	9	20	
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			
Professional Responsibilities	Observation Total:						60	115	
	Engagement in Meaningful and Appropriate…				0	5		20	
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			

Reinforcement Goal: _____
Refinement Goal _____
Educator Goal _____
Educator Goal Met? ☐

Evaluator Name: _____
Teacher Name: _____
Date 09/01/12

Signature _____
Signature _____

Print

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired unless a post-conference is requested. If a post-conference is requested, the written response may be submitted within five (5) working days after the post-conference.

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Summative Cycle Report

Teacher Name: | Teacher Name
Subject: | Some Subject
Grade: | Some Grade

Observation Cycle 1

Rubric	Sum	Points Possible	Sum	Points Possible
Content	15	25	16	25
Formative Assessment	10	15	13	15
Instructional Strategies	15	30	18	30
Learner Engagement	11	25	13	25
Learning Community	9	20	10	20
	60	115	70	115
Professional Responsibilities	0	20	0	20

Summative Total: 130   Points Possbile: 230

Reinforcement Goal:
Refinement Goal:
Educator Goal
Educator Goal Met? ☐

Evaluator Name:
Teacher Name:
Date: 09/01/12

Signature
Signature

Print

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired unless a post-conference is requested. If a post-conference is requested, the written response may be submitted within five (5) working days after the post-conference.